

Olive Hill Primary School



Learning together, achieving success.

Accessibility Plan

November 2014

Accessibility Plan 2014 - 2015

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

We provide a fully inclusive main stream primary provision, our aim is to help children aspire and achieve their potential academically, personally, socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. We are ambitious for every child.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework, which are essential to the development of a more inclusive curriculum and that ensure equal opportunities are met:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Olive Hill Primary is a single storey building which enables disabled access. Children who require extra support have Personal Evacuation Plans (PEEPs) in place to ensure they can exit the building safely in an emergency. There is a disabled toilet facility and ramped access to playgrounds and outdoor areas. All indoor and exit door ways are wide enough for comfortable wheelchair access.

Drawing up an Action Plan

The 3 areas to be considered in this action plan are:

a) Improving Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

[See checklist on page 30 of DfES Guidance.]

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

[See checklist on page 30 of DfES Guidance.]

Signed on behalf of staffDate:

Signed on behalf of Governing Body Date:

Priority	Targets	Strategies	Outcome	Timeframe	Goals Achieved
High	<p>Ensure parents/carers with visual disability have equal opportunity to access information from school.</p> <p>Ensure the curriculum can be accessed by all children.</p>	<p>Documentation that goes to parents is available in larger print on request.</p> <p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p>	<p>Format of documentation altered appropriately.</p> <p>All children access all aspects of the curriculum.</p>	<p>As required</p> <p>Ongoing</p> <p>As required</p>	<p>The school reacts to the needs of both adults and children so that the curriculum is accessible.</p>
Medium	<p>To ensure the school develops children's awareness of disability in a positive way.</p>	<p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in an encouraging light.</p> <p>Invite people with disabilities in to school.</p> <p>Use opportunities to show people with disabilities in a positive light: e.g. Paralympics</p>	<p>When needed, the school provides written materials in alternative formats.</p>	<p>Autumn Term 2014</p> <p>Ongoing</p>	
High	<p>Any future plans for further development of the building take DDA issues into account.</p>	<p>Work with LA and architects when planning modernisations.</p>	<p>Where it can be reasonably achieved, the school building continues to be accessible for all.</p>	<p>From 2014</p>	